DOCUMENT RESUME

ED 096 074 RC 008 116

TITLE	Delivery of Special Education Services in Rural Remote Areas. Working Conference Report (Portland, Oregon, December 5-7, 1973).
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Association of State Directors of Special Education.; New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.; Oregon Univ., Eugene.; Utah Univ., Salt Lake City.
PUB DATE	Dec 73
NOTE	54p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Change Strategies; Community Size; *Conference Reports; *Delivery Systems; Depressed Areas (Geographic); Exceptional Children; Geographic Location; *Handicapped Students; Human Services; Local Issues; Population Distribution; Regional Schools; *Rural Areas; *Special Education

ABSTRACT

A working conference on the delivery of special education services in rural remote areas was conducted in December 1973 (Portland, Oregon). The 2 major purposes were to: (1) identify and explore general problems and potential ways to overcome them in rural areas of the western United States; and (2) provide a replicable process for a district, region, or agency to do the same thing in their particular area. This report presents an analysis and sythensis of the information identified as crucial by task forces from a variety of geographic areas. It describes the composition of the groups; lists priority issues, goals, and their implications as identified by each task force; presents potential solutions for the 2 major issues on which there was a consensus by the entire conference -- (1) parental awareness of existing problems in special education; and (2) a model for delivery of comprehensive educational services to exceptional children in rural remote regions. In addition, a random sample of conference participants identified steps to take individually to improve special education service delivery. (KM)

ED 096074

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

Delivery of Special Education Services in Rural Remote Areas

A REPORT

December 1973

DOCUMENTATION FILE COPY
NORTHWEST REGIONAL
EDUCATIONAL LABORATORY
710 S. W. SECOND AVENUE
PORTLAND, OREGON 97204

New Mexico State University
University of Oregon
University of Utah
National Association of State Directors of Special Education
and the Northwest Regional Educational Laboratory

RC008116

DELIVERY OF SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS

Working Conference Report

December 5-7, 1973
Portland, Oregon

Sponsored by:

Regional Resource Center, New Mexico State University
Dr. Dick Petre, Director

Regional Resource Center, University of Oregon
Dr. James E. Crosson, Director

Regional Resource Center, University of Utah
Dr. Judy Buffmire, Director

and the

National Association of State Directors of Special Education
Dr. Earl B. Andersen, Executive Secretary

with the assistance of the

Northwest Regional Educational Laboratory
Dr. Ronald R. Harper, Director of Planning Services

If this analysis of issues, problem statements, goals, impinging forces and proposed solutions is correct, the following "products" should be developed to improve the delivery of special education in rural remote areas of the West.

1. Statewide organizations for public awareness, legislative analysis and influence

2. Cost effective studies on rural special education programs

3. Training systems for parents of special education students

4. Organizational alternatives for support of special education in the local districts

5. Model programs and components for special education in rural districts

6. Systematic technical assistance to local districts from intermediate education districts, state departments of education, universities and regional agencies

7. Staff development programs for preservice, inservice and internships for special education teachers, regular classroom teachers and paraprofessionals

8. Development of culturally and ethnically relevant curriculum materials for special education students

CONTENTS

Introduction 1

I. Purpose of the Conference (Why did we meet?) 3

Conference Goal
Objectives

II. Composition of the Group (Who contributed?) 4

By States
By Position
By Area--Perspective

III. Results of the Conference (What did we say?) 7

Priority Issues by Task Forces
Goals Developed by Task Forces
Implications
Solutions to Priority Needs

IV. Developmental Needs by Agencies (What needs to be done?) 25

V. Replication of the Process (How can you get at your own problems?) 29

Strengths of the Process
Weaknesses of the Process
When to Use
Steps in the Process
Scheduling the Process
Reporting
Task Force Steps
Sample Problem Statements
Next Steps

Appendices

A Availability of Conference Proceedings
B State Plans
C Participants

BEST COPY AVAILABLE

A task force deliberates the beginning tasks: issues, problem statements clarifications...

The conference was motivated by a moral commitment to the concern of all of us, handicapped and otherwise, that each student (child) has the opportunity to develop his potential at his own speed to the goals he and/or his parents and community feel important. (Martineau Task Force)

INTRODUCTION

A working conference on The Delivery of Special Education Services in Rural Remote Areas was conducted December 5-7, 1973 in Portland, Oregon. The conference was sponsored by the Regional Resource Centers at New Mexico State University, University of Oregon, and University of Utah and the National Association of State Directors of Special Education. The Northwest Regional Educational Laboratory acted as facilitator in arranging the conference.

The conference had two major purposes. The first was to identify and explore general problems and potential ways to overcome these problems in rural remote areas of the western United States. Second was to provide a replicable process for a district, region or agency to do the same thing in their particular areas.

The information generated in this conference is useful for understanding the kinds of problems faced by special education personnel and by children in rural areas. It is intended for such specific and practical purposes as:

1. Assisting lawmakers at both the state and national levels in preparing special education legislation

2. A data base for proposals and planning future work

3. Definition of problems for states and state planning

4. Local planning

5. Teacher training

6. Developing needs assessments and program evaluation

The following pages report both the process used in conducting the conference and the results. The total amount of information generated in the conference is voluminous--some 300 pages. All of this information has been compiled and is available at the Regional Resource Centers. This report presents an analysis and synthesis of the information identified as crucial by many task forces from many geographic areas. The report describes the composition of the groups; lists highest priority issues identified by each task force; presents issues on which consensus appeared to be attained by the total conference; lists goals developed by all the task forces and the implications of these goals; presents potential solutions generated for the two goals which appeared to be of the highest priority. In addition, a random sample of conference participants identified steps that they as individuals should take to improve delivery services in rural remote areas in special education.

The process used in the conference is described so it can be used by others. The Modified Delphi Technique was designed to produce information by consensus rather than advocacy.

BEST COPY AVAILABLE

Dr. James Crosson generates ideas; Dr. Ron Harper engineers them into working processes.

Dr. Judy Buffmire suggests the "people mixes" for task forces to obtain maximum interaction among participants.

Dr. Earl (Andy) Andersen proposes that the conference become a replicable process for use by others interested in the idea that "the federal-state-regional-local interface needs lots of development and TLC."

PURPOSE OF THE CONFERENCE

Why did we meet?

I. PURPOSE OF THE CONFERENCE (Why did we meet?)

Considerable concern exists for the need for more and better special education services in rural areas of the western United States. Recognition of this growing concern by the Regional Resource Centers, the National Association of State Directors of Special Education and the Northwest Regional Educational Laboratory led to the planning of the working conference as a step toward meeting this need.

The basic assumptions underlying the conference were that:

- Problems are best solved by those who deal with them daily
- Agreement can be reached by those who daily face the problems
- Until consensus and agreement are attained, problems are not likely to be resolved
- Every child, no matter what the handicapping conditions might be, is entitled to an appropriate education
- Geographical problems can be overcome to provide adequate special education services in rural areas

Conference Goal

The conference was designed to provide a process for parents, teachers, school district administrators, board members, intermediate education units, state departments of education, college professors, regional resource centers and other specialists to identify issues, problems, constraints and potentials, and generate alternative solutions to problems that face the rural remote areas of the western United States in the delivery of effective services to the handicapped.

Objectives

The objectives of the conference were to:

1. Provide results of the conference to the participants in a way they could use them to influence and improve the delivery of services to the handicapped
2. Provide a resource base for each participating agency to use in the development of priorities and solutions
3. Increase understanding of the problems that plague the rural region in meeting the needs of the handicapped in their region or district

A Utah principal, superintendent and school board member focus on problem-stating: a local group mix.

Bob West engineers his Wyoming/Utah task force into the consensus process: a regional mix.

Utah RRC staff members hear the message from a parent and an intermediate education district staffer from Washington: a "mix of perspectives" group.

COMPOSITION OF THE GROUP

Who contributed?

BEST COPY AVAILABLE

II. COMPOSITION OF THE GROUP (Who contributed?)

The conference was designed to be sure the ideas and opinions of all groups concerned with special education in rural areas would be represented. Parents have different viewpoints than school administrators; special education "experts" have different perspectives than local school board members. Different states have different laws and different resources. Therefore, conference participants were specifically invited to provide three kinds of mix--geographical, role and level of concern.

Geographically, the 111 participants represented 16 states and 3 territories.

Roles ranged from parent to nationally recognized "experts."

Local, state and national perspectives all were represented.

A "perfect mix" was not possible, of course. Because of distance, few parents were able to attend from some geographic areas. Likewise, some states were more heavily represented than others. In general, however, the mix of participants was excellent. The conference process, itself, helped assure the examination of all viewpoints. No one viewpoint dominated.

A specific breakdown of participants follows.

State	Number of Participants
Alaska	4
American Samoa	1
Arizona	2
California	1
Colorado	5
Guam	1
Hawaii	2
Idaho	10
Maryland	2
Montana	4

Nevada	3
New Mexico	7
North Dakota	1
Oregon	20
Trust Territory	3
Utah	24
Virginia	1
Washington	11
Wyoming	9

By Position

Higher Education	12
Executive Secretary, National Association of Directors of Special Education	1
Local Administrator	15
Parent	8
Regional Resource Centers	17
Special Education Instructional Materials Center	8
Psychological Services	1
State Department of Education	19
Teacher	10
Intermediate Education District	4
School Board Member	5
Federal Agencies	3

Office of Attorney General	1
Specialized Services	4
Special Education Consultants	3
	111

By Area--Perspective

Local (within a district or school site)	41
Intermediate (within a rural area less than state)	16
State (statewide perspective)	25
Regional (Regional--larger area than state)	26
National (National level)	3
	111

BEST COPY AVAILABLE

Reaching consensus isn't always easy; sometimes dissenters need convincing.

A parent and teacher share views and join forces for special education problem solving.

Combining the "fors" and "againsts" in a force field exercise: so much to say, and so little time to organize it.

RESULTS OF THE CONFERENCE

What did we say?

III. RESULTS OF THE CONFERENCE (What did we say?)

Priority Issues by Task Forces

The eleven task force groups identified the following issues as most critical (names in parenthesis indicates task force leader).

1. Increased awareness and support for special education services is needed on the part of parents, students and school boards (Kirkpatrick)

2. Rural school districts often do not get an adequate share of state and federal funds for special education. (Hauskens)

3. Services are not readily available to children in remote rural areas. (Myers)

4. State education agencies, in cooperation with related intermediate and local educational units should share the responsibility for developing appropriate instructional and service delivery systems to all exceptional individuals in remote rural settings. (Rogers)

5. Effective state legislation is needed for education of handicapped children in the rural schools. (Nelson)

6. Critical components need to be identified for an adequate special education program. (Schroeder)

7. Rural districts need to gain financial support and to receive sufficient state and federal funds to provide adequate programs for handicapped children, considering the higher cost ratio per student in rural schools and the possibility of nonearmarking money. (South)

8. Parents need to understand what an effective special education program is and be able to influence decisions in the local district on these programs. (Zeller)

9. Personnel within the local districts need to understand federal-state legislation and funding patterns in special education, and to articulate to state legislators the responsible solution of needs at the rural level. (West)

10. Effective state legislation is needed for improved education of handicapped children. (Martineau)

11. Active vehicles need to be identified to influence state, local, regional and federal legislative bodies to respond with enabling legislation and appropriations to ensure action for exceptional children in rural areas. (Fosmark)

Looking at all the issues dealt with in depth, all 11 task forces arrived at near consensus on two major issues:

1. Parents need to be aware of existing problems in special education

2. A model for delivery of comprehensive educational services to exceptional children should be developed for the rural remote regions

At least 8 of the task forces agreed that five additional issues were crucial:

1. The inequity in state funds available to rural areas in special education needs to be corrected

2. State legislators should be made aware of the existing problems in rural remote areas

3. A cost effective model for special education services in the rural areas should be developed

4. Consultation and technical assistance services by other agencies (Intermediate Education Districts, State Departments of Education, Regional Resource Centers, Universities and Special Education Instructional Materials Centers) are needed by the rural remote areas

5. Teacher training in special education is needed for all teachers

Goals Developed by Task Forces

The 11 task forces generated 57 goals for improving special education services in rural remote areas.

1. Identify active vehicles that can be used to influence state, local, regional and federal legislative bodies to respond with enabling legislation and appropriations to ensure action for exceptional children in rural areas

2. Obtain appropriations by Congress to assist each state in guaranteeing the purchase of an education commensurate with each exceptional child's needs

3. Identify components of a successful model to deliver comprehensive education services to exceptional children and their parents in remote rural areas

4. Organize community groups to enact, fund and implement legislation to provide appropriate special education programs and services to all handicapped children

5. Recruit and retain competent, certified trained special educators, ancillary personnel and consultants in rural areas

6. Increase parents' understanding of what an effective special education program is and promote parental involvement in the decision making process at all levels of special education

7. Establish personnel with an understanding of federal and state legislation and funding patterns in special education who can assist local school districts; educate local personnel as to legal methods and means of articulating to state legislators responsible solutions to local needs

8. Have a responsible advisor with knowledge of educational legislation who will work for and with rural remote area district administrators

9. Make all community members aware of the specific needs of exceptional children

10. Obtain adequate financial support from state and federal funds to assure equal educational opportunities for exceptional students in remote rural areas

11. Help parents of handicapped children influence decisions on special education programs

12. Provide early education programs for all children with special needs

13. Develop a comprehensive special education program focusing on specific needs of culturally and ethnically different children

14. Obtain adequate money to fund special education programs to meet the needs of all handicapped children in rural remote areas by:

    a. Demonstrating to federal legislators, state legislators and state boards that the per pupil cost for educating rural handicapped children is higher than for urban handicapped children

    b. Demonstrating to the above that many students in the rural areas are not being served at the present time

c. Demonstrating to the above that professional personnel are not adequate to staff handicapped programs for rural children

d. Working with state and federal officials to assure that decentralized funds are earmarked for handicapped programs

e. Providing the community with information about special education programs and needs which will motivate them to work for and support special education programs

15. Develop effective interaction between parents, educators and legisiators which will lead to the development, implementation and evaluation of policies and procedures with the inherent flexibility and adaptability to provide the best possible service to handicapped children

16. Provide inservice training (with followup and evaluation) to motivate and prepare educators to individualize instruction for all children regardless of learning differences or handicapping conditions

17. Evaluate and document present rural special education programs operating under present state and federal guidelines to demonstrate the ineffective and inflexible cost and service patterns resulting from these guidelines

18. Make the rural district responsible for assuring that parents gain a knowledge and understanding of the special education programs and component needs to help gain their acceptance and involvement in program planning

19. Establish timelines and technical approaches to implement a carefully conceived informational plan for educating the "communit" to the need for such programs

20. Provide assistance to remote rural areas in identifying their needs and problems through special education agency intervention

21. Identify and provide services to all unserved or underserved handicapped children

22. Develop and implement a systematic plan to upgrade existing services and provide appropriate diagnostic services where they do not exist to all rural remote districts to ensure appropriate diagnosis and placement of all handicapped children

23. Provide rural remote districts assistance and support necessary to ensure appropriately designed education for every handicapped child receiving special education services

24. Obtain legislative action to:

    a. Define a comprehensive legislative program as recommended by the State Department of Education

    b. Provide an increase in funding for services to 20 percent of identified handicapped students not currently being served

25. Devise comprehensive statewide planning strategies to give specific attention to:

    a. Securing and retaining competent professional special education staffs

    b. Establishing procedures for utilizing itinerant multidisciplinary teams for identification, assessment and prescription of programs appropriate to the handicapping conditions

    c. Designing and implementing appropriate service delivery systems for the communities involved

26. Design and implement a cooperative (state education agency, intermediate units and local agencies and governing boards) statewide comprehensive system for all exceptional children and youth in remote rural areas which will ensure the retention of quality personnel and delivery of appropriate supportive services

27. Develop an effective special education program that involves all educational and support agencies within the rural remote area

28. Establish special education programs for all handicapped children and youth in rural remote areas

29. Provide appropriate educational and related services to all handicapped children in remote rural areas

30. Provide appropriate preservice and inservice training for regular and special education classroom teachers in remote rural areas related to the learning needs of handicapped children and skills for meeting them

31. Secure appropriation of adequate funds for the support of needed special education programs in rural areas

32. Develop curriculum materials which recognize cultural differences and are relevant to the needs of the student

33. Design a system for communication and cooperation among state education agency staff members

34. Facilitate receipt of adequate federal and state funding specifically designated for services to handicapped children by:

    a. Organizing rural schools into workable and fundable units

    b. Implementing this organization through the State Department of Education with primary input from the local education agencies affected

35. Make local school districts responsible and accountable for the education of all severely handicapped children in their jurisdictions. These children shall be educated locally or in more appropriate facilities elsewhere. Make every effort to return the individual to local school and community consistent with local facilities and the needs of the individual

36. Establish the right of each handicapped child to an education through legislation. Parents, education agencies, health agencies and other groups will influence and support mandatory legislation

37. Identify and diagnose all handicapped children, including minority groups, through the development and use of appropriate procedures; provide correct programming in special education through a free public education system

38. Provide adequate special education training in accredited teacher education institutions to develop competent teachers, supervisors and consultants to meet the immediate and long-range needs of the developing special education program including inservice orientation for regular classroom teachers and school administrators. Recruitment of personnel from rural areas and the implementation of inservice and extension training in rural areas should be stressed

39. Treat handicapped people with as much acceptance and kindness as others

40. Recognize programs and services for the handicapped as essential

41. Provide training for parents regarding realistic expectations of handicapped children, legal rights of handicapped children and effective educational programs

42. Organize parent groups to represent the needs of handicapped children to local decision making groups

43. Continuously inform administrators and school boards in rural areas about sources of federal and state funds for special education

44. Communicate needs for programs in rural areas to the State Department of Education

45. Develop and implement a procedure for local accounting and reporting to the State Department of Education of funds expended for special education programs

46. Make the different need in rural versus urban areas apparent to funding sources

47. Develop, implement and evaluate a continuous process for identifying exceptional children in remote rural areas for all ages, including preschool age children

48. Plan, implement, evaluate and modify programs on the basis of identified needs

49. Develop, implement, evaluate and modify referral systems

50. Modify university teacher preparation programs to include training for general classroom teachers

51. Conduct inservice programs for classroom teachers in remote rural areas to develop competencies in special education

52. Employ greater selectivity in selecting general classroom teachers who may have the responsibility for teaching handicapped children

53. Identify low-incident handicapped children presently receiving services in state institutions or local communities and those presently receiving no services

54. Identify and assess education, medical and other services presently available to low-incident handicapped children in remote areas

55. Articulate current unmet needs of identified children

56. Identify funding sources for the development of an appropriate delivery system

57. Develop a cost effective appropriate program of special education services for rural areas

Priority actions for the improvement of special education services in rural areas were derived by studying backup information related to each of the 57 goals. Priority implications can be grouped into four major areas: program development, effective legislation and policies for education of the handicapped, improved communication, and establishment of the right of all handicapped students to an appropriate educational program. The number of goals which imply each "action" is needed are indicated.

Implication	Number of Goals
Program Development:	
Local awareness programs for parents, administrators and the community	15
Needs identification of handicapped students	9
Diagnostic/prescriptive approaches	7
Model components	6
Statewide comprehensive delivery system	5
Accountability/evaluation	5
Staff development locally	4
Materials for culturally and ethnically different	2
Cost/effective studies of programs	2
Adequate special education training at universities	2
Referral system	2
Early childhood programs	1
Effective Legislation:	
Federal legislation	16
Effective local policy	16

Influence strategies on the local level	14
Effective state legislation	13
Influence strategies on state and intermediate levels	10
Influence strategies on the federal level	9
Improved Communication	36
(Improved communication probably is inherent in all goals; however, 36 have direct implications)	
Right of Handicapped Students to an Appropriate Educational Program	22

Solutions to Priority Needs

Conference task forces identified the following potential solutions to the top two priority needs in the delivery of special education services:

1. Improvement of federal, state and local funding

2. Increased awareness and support for special education services on the part of parents, students, community and school boards

Task Force 1:

1. Conduct a special education cost study to determine the true costs of serving exceptional children as compared to regular education of children in rural and urban school districts

2. Assess the availability of federal, state and local funds for serving exceptional children in rural areas

3. Organize task forces to determine local needs regarding minimum "adequacy" of funds for serving exceptional children

4. Determine if available funding and accountability for those funds is adequate and equitable for needs in rural areas

5. Initiate a change in the funding base if it is not adequate for rural areas

6. Develop forms and procedures for implementation in local schools if proper fiscal accountability procedures are not present

7. Develop state guidelines to establish quality programs utilizing available funds and accountability procedures

8. Develop a communication system concerning funds available, administrative guidelines for establishment and maintenance and accountability procedures to be implemented through regional meetings for administrators, written communications, telephone calls, etc.

Task Force 2:

1. Form local committees

2. Look at the legislation to see what the weaknesses are

3. Reduce the number of school districts to work with

4. Establish short-range and long-range goals

5. Gather information from all agencies known to deal with handicapped children

6. Help parents and communities accept handicapped youth

7. Conduct a comparative cost study to show the return on investment

8. Conduct a study of local facilities

9. Group forces for purpose of lobbying

10. Help children understand their own handicaps

11. List ways school districts may cooperate

12. Interest/educate local and county administrators

13. Inform the public

14. Inform legislators

15. Conduct a survey of other states to identify promising practices

16. Identify agencies and facilities outside the community which provide services for the handicapped

17. Initiate court cases

18. Utilize outside resources/people

19. Identify means of funding

20. Remove any legal barriers

21. Make research data on promising practices available to key decision makers and teachers

22. Establish regional support centers and services

23. Encourage cooperative efforts

24. Bring key state department personnel to local area

25. Employ regional directors of special education

26. Provide state consultants who are aware and knowledgeable of rural problems

Task Force 3:

1. Conduct planning sessions with parents, legislators, educators, etc. to develop alternatives

2. Generate new tax base (on corporations)

3. Make decision makers (internal and political) aware of priorities

4. Educate the electorate

5. Involve interested people in decision making

Task Force 4:

1. Present a cost analysis based on projected needs to the policy forming group for input into the legislative budget committee

2. Identify people in the community most directly involved with special education concerns: parents, teachers, doctors, helping services, retired, administration. nurses and employment agencies

3. Form a communitywide consortium to identify information sources within the community, at the state level and outside the state

4. Identify methods to encourage the open exchange and communication (structured group meetings, simulations, media presentations and printed publications)

5. Identify cross fertilization points needed in the community: education/parent groups, education/medicine groups, education/media groups, education/helping services groups

6. Identify persons who are planners and administrators, workers and doers, facilitators of groups, lobbyists for community action, photographers and writers

7. Identify methods of delivering services in addition to travel (telephone, mail, independent thought and planning)

8. Identify persons most directly involved with education of the handicapped on the state level (State department of education leaders, mental health leaders, vocational leaders, philanthropical leaders, leaders of organizations for the handicapped, legislators and community special education leaders)

9. Form a statewide consortium to identify information sources for the state, region and other regions

10. Utilize service groups to conduct working conference sessions on such topics as "Team Efforts on Inservice Training," "The Medical Profession and Special Educators Helping Each Other," "New Discoveries in Teaming Theory for the Learning Disabled," "Parents, Special Educators and Doctors: A Team of Teachers"

Task Force 5:

1. Define a comprehensive legislative program as recommended by the State Department of Education

2. Increase state funds for services to 20 percent of identified handicapped students not currently being served

3. Establish effective channels of communication among all groups concerned with special education

4. Provide base data to all groups

5. Inform and train educators concerning their responsibilities for special children

6. Provide parents with information about their legal rights

7. Foster communication between rural and urban groups

8. Increase parental acceptance of handicapped children and their programs

9. Expand the regional service center concept

10. Restructure funding patterns for special rural needs

11. Develop a united rural front

12. Obtain support from urban special interest groups

Task Force 6:

1. Validate the number of handicapped children and need for more money

2. Organize members of all special interest groups to present a united front to the legislature

3. Attempt to sway public opinion through a well financed and professionally done series of public interest programs about handicapped children which emphasize the cost involved and the benefits which can accrue to all children in a school with a strong special education program

4. Create an efficient dissemination network for cross fertilization of information about cost effective studies, conference results, state identification studies, etc.

5. Inform legislators, parents and public of the needs and programs of special education

6. Establish a leadership group to unite parents and provide a more cohesive unit

7. Press for earmarking of all federal money (instead of decentralization)

8. Organize public relations programs in local districts to inform the community of available special education programs

9. Identify the number of students served, number of students not being served and number of professional persons available in the district

10. Initiate a law suit against the legislature to provide adequate funds for mandatory programs

11. Identify teachers who are not doing an adequate job in special education and take steps to re-educate or relieve them of their duties

12. Organize inservice programs for staff, administrators and parents involved in special education

13. Conduct an intensive national public relations program aimed at education of parents, school boards, administrators, legislators, county commissioners, municipal officials and civic organizations

14. Impact special education legislation by making people aware of who their legislators are

15. Provide people concerned about special education with information as to how to impact legislative committees, state councils, district special educators, county committees and parent groups

Task Force 7:

1. Assess and utilize the most effective media to saturate the general public with knowledge about the handicapped

2. Activate the involvement of educators in political leadership

3. Involve other groups to work for and sell special education ideas

4. Create a cause that will be supported

5. Plan a dissemination and training program for parents and interested people to understand how the handicapped can learn better and why their learning needs are greater than average

6. Organize a program to get key people into classrooms

7. Reach the medical organization through premed orientation leading to exceptional child specialization and professional publications

Task Force 8:

1. Schedule meetings and speeches to provide information about handicapped children

2. Survey parents to determine the kind of programs they want

3. Invite parents to visit programs to see what handicapped people are doing

4. Schedule regular parent conferences

5. Take parents to see exemplary programs in other areas

6. Organize parent groups

7. Organize subgroups of two or three parents to communicate by round-robin letters

8. Invite administrators and board members to parent meetings to discuss special needs of their children

9. Train parent groups in group processes

10. Conduct regular parent conferences with special education staff

11. Encourage social workers, nurses, psychologists, etc. to work with parents

12. Encourage parents of handicapped children to talk to each other

13. Encourage parents to work with bilingual or minority parents

Task Force 9:

1. Represent pressure groups on advisory boards dealing with support systems for special education

Task Force 10:

1. Encourage school administrators to increase communication between schools and communities through open meetings, radio and newspaper publicity and meetings with local service organizations and women's clubs

Task Force 11:

1. Increase parents' understanding of terms, concepts, programs

2. Use speakers, tours, etc., to provide parents with models to judge effective programs

3. Increase parents' understanding of "costs" of an effective program

4. Increase parents' understanding of programs provided for their children

An analysis of the solutions suggested by task forces indicates the relative importance each type of activity has in attempting to meet the two priority needs.

Improve federal, state and local funding:

Develop a communications system (public relations)	22
Impact state legislation	11
Conduct planning sessions	8
Determine local needs	7
Determine true costs of serving exceptional children	7
Staff development	6
Evaluate programs; increase accountability	5
Influence state departments	5
Coordinate regionally	5
Use judicial processes	4
Reorganize local districts	4
Assess availability of funds	3
Establish quality programs	2
Improve fiscal forms and procedures	1
Improve facilities	1
Increase research capabilities	1

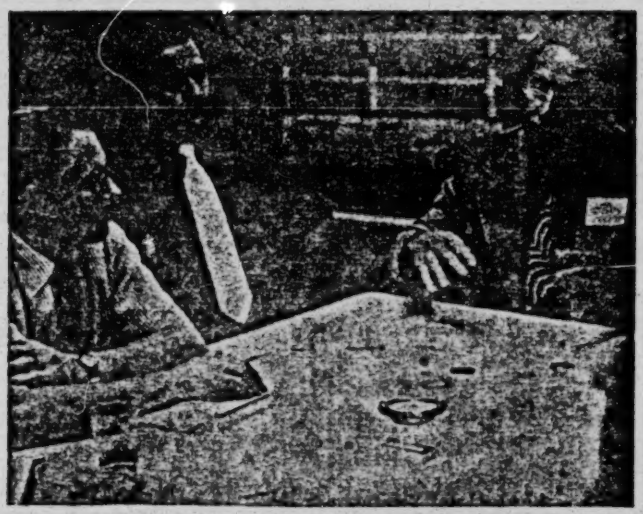
The development of an effective communication network would seem to be imperative if adequate federal, state and local funding is to be achieved for special education in the remote rural areas.

Increase awareness and support of parents, students, community and school boards.

Public meetings	2
Speakers	2
Planning sessions	2

Parent surveys	1
Parent conferences	2
Program visitations	2
Organization of parental groups	1
Use of other disciplines	1
Culturally-ethnically different involvement	1
Advisory boards	1
Radio-newspaper publicity	1
Parental training	1

A conference generates more problems than one group can provide solutions for...



...but it can also get enough heads together that the proposals for solutions may be better than in times past.

With such a mix of processes, participants, and concerns, the search for solutions has a chance to reach farther and farther afield. Who'll assume the task?

DEVELOPMENT FOR REMOTE AREAS

What needs to be done?

BEST COPY AVAILABLE

IV. DEVELOPMENTAL NEEDS BY AGENCIES (What needs to be done?)

Information generated at the conference was analyzed to determine development needs related to three priority areas; that is, what new materials, procedures or concepts need to be developed to meet the needs for:

1. Adequate funding of special education programs
2. Awareness and support of teachers, students and the public
3. Model educational services in rural remote areas

Adequate funding:

- Model legislation needs to be drafted
- A plan is needed for grass roots organization and statewide coordination of local organizations
- Manuals or handbooks are needed for planning and conducting seminars and workshops on special education topics
- Studies of cost effectiveness are needed to provide input to legislatures and policy boards
- Legal rights of all handicapped to appropriate educational programs need to be established
- Formulas and supporting data need to be generated for funding higher cost programs in rural areas

Awareness and support:

- A plan is needed for organizing parent task forces and committees
- Manuals and handbooks are needed for training community groups in methods of influencing program decisions
- Television programs, films and printed materials are needed to inform people about needs and solutions

Model educational services:

- Elements of an exemplary program need to be specified
- Models are needed for consultative and technical assistance from state and intermediate agencies

- Training is needed for local personnel
- Guidelines are needed for coordinating community services
- Procedures and instruments are needed for evaluating local programs
- Diagnostic tools are needed for local use
- A model preservice program is needed to incorporate special education training in the preparation of all teachers
- Culturally relevant curriculum materials are needed
- A model and procedures need to be specified for a diagnostic-prescriptive approach
- Methods for early intervention in special education are needed
- Better definitions of exceptional and handicapped students are needed

Many of these developmental needs can best be achieved by state and regional agencies working with people in local communities. As one task force put it, "Working with the needs of exceptional children is difficult and time consuming without having to develop new tools, instruments and methods." Thus, much of the development work can best be accomplished by such agencies as the Regional Resource Centers, the new Area Learning Resource Centers, special departments of colleges and universities, state departments of education and intermediate education districts.

Other needs are not generalizable, however. Developmental work in these areas must occur in local communities. Or, local communities may be able to adapt general models to their particular needs.

The analysis of developmental needs provides the following examples of activities which appear to be appropriate at various levels.

Local Level:

1. Development of awareness and support for special education--parents, public, students and school boards
2. Program development based on needs
3. Selection and utilization of curriculum materials
4. Improved information and training resources for local district

5. Staff development programs for teachers and support personnel

6. Cooperative arrangements between districts, intermediate districts and state departments of education to serve all the students in special education

7. Improved communications and interaction between special education and "regular" education curriculum

8. Improved evaluation-documentation of special education programs

9. Ability to analyze federal-state legislation and funding of special education and the increased ability to improve funding at the local level

10. Adaptation of culturally and ethnically relevant curriculum materials

State-Intermediate Level:

1. Effective liaison with local agencies for development of political support, understanding of legislation, funding sources

2. Cost-analysis studies for input to legislature and policy boards

3. Establishment of the right of all handicapped to a special education program

4. Development of technical assistance to local agencies in providing a full range of service

5. Development of culturally and ethnically relevant curriculum materials

6. Statewide comprehensive delivery system in special education

7. Evaluation and documentation models for use by local districts

8. Model special education components for local districts

9. Dissemination of promising practices

National Level:

1. Make explicit the intent of special education legislation, administrative rules and regulations, guidelines, priorities and availability of funds

2. Broadly disseminate information on promising practices

3. Diagnostic tools for identification of special education needs

4. Diagnostic instruments and methods for staff utilization

5. Prescriptive methodology

6. Informational films and publications

Prioritizing and reaching consensus are new skills for some problem solving groups. Using starter issue cards helps stay on task.

An unbiased recorder and group facilitator keep the process flowing: clarification, force fielding, reviewing.

How can the most be realized from each group? The best task force mix for solving problems depends on the nature of the problems.

THE CONFERENCE PROCESS

How you can do what we did.

30a

BEST COPY AVAILABLE

V. REPLICATION OF THE PROCESS (How can you get at your own problems?)

Three basic assumptions were made in designing the conference on delivery of special education services in rural remote areas:

1. People working in the field have all the expertise necessary to identify issues, problems, constraints and generate and prioritize potential solutions

2. Single advocacy roles should be avoided

3. Equal opportunity should be provided for all participants to express their opinions and viewpoints

A Modified Delphi Technique was used to capitalize on these assumptions and to obtain the desired results.

Strengths of the Process

This process has several strengths:

1. Consensus and agreement are attained

2. Issues, problems and constraints are perceived as "real problems"

3. "Growth" is provided for most participants

4. Works best in a local setting, i.e., district, agency, or geographical region, where problems are germane

5. People solve their own problems with assistance from others

6. Dogmatism is reduced

Weaknesses of the Process

On the other hand, the process has some weaknesses:

1. "Experts" have only minimal influence

2. Input is restricted to a predetermined topical area, i.e., delivery of rural-remote special education services, staff development needs for a special education staff, services to the multiply handicapped, etc.

3. People with hidden agendas and predetermined solutions do not like the process

When to Use

The process is most appropriately used when:

1. The people to be involved consider a topical area to be of the highest priority

2. All people involved are commited to try to find solutions

3. The group can meet over an extended time period without loss of personnel

4. Facilitators are available to operate the process

Available facilitator resources:

Rocky Mountain Regional Resource Center
2363 Foothill Drive
Salt Lake City, Utah 84109
Phone: 801-581-6281

Patricia Nelson
Frank South
Robert West

Southwest Regional Resource Center
Box 3AC-College of Education
New Mexico State University
Las Cruces, N.M. 88003
Phone: 505-646-3524

Gerrie Fosmark

Northwest Regional Resource Center
Clinical Services Building
University of Oregon
Eugene, Oregon 97403
Phone: 503-686-3891

Julie Martineau
Rick Schroeder
Dick Zeller

Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, Oregon 97204
Phone: 503-224-3650

Ronald Harper
Chester Hauskens
Jerry Kirkpatrick
Maggie Rogers

Steps in the Process

1. Mutually agree on a topical area to be explored in depth for appropriate solutions

Examples of topical areas that might be selected are:

Staff development needs in special education in a school district

Improving technical assistance provided to school districts by intermediate school district

Improvement of delivery systems to the multiply handicapped

Developing effective communications in a school district

2. A planning group meets and writes a set of "starter" issues within the topical area

   Sample:

   Topical Area--Staff development needs in special education in a school district

   Sample starter issues under the topical areas would be:

   There is a strong need to diagnose and prescribe educational learning tasks for students.

   Teachers in the regular classrooms need specially designed curriculum materials for handicapped students.

   There is a need for training teacher aides in working with handicapped students.

3. The planning group makes a decision on the composition of the task force(s) to work in the process

   The criteria for developing this composition are: (In dealing with special education problems on the local level, the criteria need to be applied to those who affect decisions, develop, design and operate special education programs.)

   a. The Superintendent of Schools or his equivalent in other agencies should be committed to study carefully the results of the process in future decisions. He or his designated representative should be a member of the working task force.

   b. The Director of Curriculum or his equivalent should be involved in the task force.

   c. All special education specialists should be involved in either the task force or a part of the "input" groups.

   d. All regular classroom teachers who work with one or more special education students should provide input to the process (not germane to other agencies).

e. At least one or more regular classroom teachers, if the district is committed to mainstreaming, should be on the task force.

f. If the district is large enough, a method of sharing and providing input should be established. Normally, only one task force per district should be sufficient.

g. A task force should comprise a minimum of a facilitator and seven representatives and not exceed the maximum of a facilitator and eleven representatives. If staff development is the topical area, an ideal task force could be:

1. A regular classroom teacher
2. A building principal
3. The curriculum director
4. District special education director
5. A parent with a high interest in special education
6. Three special education teachers
7. A staff development person, preferably with a special education background. (This person is included because of the development example used.)

It is crucial to remember that each of the task force members needs to report the result of each step to a "home group" which he represents. This provides other people an opportunity to react and provide input into the process through the participating member of the task force. Example: The classroom teacher on the task force would have a group of other teachers (not to exceed 10) that would formally meet and react to the process. Each member of the task force also would have a predetermined number of people to share in the process.

Scheduling the Process

Criteria for scheduling:

1. At least seven days should elapse between each meeting
2. Each meeting should be four to five hours

Typical schedule for task force meetings:

Monday, January 7: Task force develops and prioritizes issues.

Interim period: Task force members share issues with like people for reactions to rationale and prioritization of issues.

Wednesday, January 16: Task force reviews and revises prioritization of issues. Selects priority issues to develop problem statements about each issue.

Interim period: Task force members share results with like people.

Friday, January 25: Task force reviews and revises priority issues and problem statements. Task force then completes forced field analysis of priority issues/problem statements.

Interim period: Task force members share.

Tuesday, February 5: Task force reviews and revises priority issues/ problem statements/forced field analysis. Task force develops selection criteria for solutions and generates alternative solutions.

Interim period: Task force members share.

Friday, February 15: Task force reviews and revises alternative solutions and selection criteria. Task force then selects a solution and designs a staff development program.

Reporting

Each task force member should be provided results of each meeting for use during the interim periods. Group meetings should be scheduled during the interim periods.

Task Force Steps

Meeting 1:

Facilitator calls task force together and discusses the parameters of the topical area.

Distributes list of "starter" issues

Distributes 3" x 5" blank cards

(Alternative: The "starter" issues may be distributed well in advance of the meeting if desired.)
Each task force member is asked to spend some time reading the starter list.

Each member is told the list is only suggestive, not mandatory, and is requested to generate as many issues as desired

One issue is recorded on each card

The facilitator gathers the cards and redistributes them so that no task force members have issues they generated

The first person to the right of the facilitator reads an issue, gives a rationale for the issue, and ranks that issue either CRITICAL, IMPORTANT or HELPFUL. Then, in turn, each member reacts to the ranking and gives a rationale of why he agrees or disagrees. Each member of the task force must respond. The role of the facilitator is to obtain consensus of the task force on the ranking. Then the facilitator moves to second member on his right and this member then reads an issue and proceeds as above. However, at this stage a new dimension is added to the ranking. Each new issue must be ranked in relationship to the other issues on the table. This provides a rank order for all issues.

The process continues until all issues are ranked and consensus on the rank order is attained by the task force.

The rank order list is duplicated and distributed to each task force member for use in the interim periods with other staff members.

Meeting 2:

The first agenda item on the second meeting is to ascertain if all task force members still are in consensus over the priority ranking of the issues. If not, then proceed with a reranking but again remember that the originator of an issue should not be permitted to give the first reranking and rationale for the issue in question. When consensus is attained, a crucial question arises. How many of the issues are to be treated in depth? A rule of thumb is that not more than ten issues and even this many creates a lot of work. If a task force has this many issues, the issues are probably too specific.

The third agenda item is the development of problem statements for each issue. A problem statement is a specific about the issue.

Sample:

Topical area--Staff development needs in special education in a school district

Priority issue--There is a strong need to diagnose and prescribe educational learning tasks for students.

Sample Problem Statements

The special education teacher needs to understand diagnostic-prescriptive-evaluation techniques.

The classroom teacher does not understand the unique needs of the handicapped student.

There is a need for development of diagnostic tools to be used in the district.

Problem statements are developed in the same manner as Meeting 1: Task force members write problem statements and rank them for each issue.

(Alternative: It is possible to break into subcommittees and generate the problem statements by issues but this does not attain true consensus.)

Upon completion of the issues problem statements, the list is updated, duplicated and distributed for the interim meetings.

Meeting 3:

The first agenda item is to review and revise the problem statements as needed. After consensus is attained, the second agenda item is to complete the forced field analysis.

This is completed by developing a goal that would satisfy the demands of the issue and the problem statements (see following example goal). The task forces then begin generation of the forces for and against accomplishment of the goal. It is important to remember that the forces for and against should be as specific as possible. Normally, for every force against a goal there is a positive force for the goal. The forced field analysis is particularly useful in designing strategies for solutions to problems. The list of forces should be generated and consensus attained as in the previous sections in issues, problems and goal statements.

GOAL: Parents need to understand what an effective special education is and be able to influence decisions in the local district on these programs.

Sub-goals:

Provide training for parents regarding realistic expectations of handicapped children, legal rights of handicapped children and effective educational programs.

Organize parent groups for the purpose of representing the needs of handicapped children to local decision making groups.

Forces For ⟶	⟵ Forces Against
Some/many parents are eager to obtain help	Parents may not want to be organized
When parents do organize they can obtain results	Difficulty of parents in accepting fact their child is handicapped
Available research/resources on how to organize parents	Distance makes it difficult to get parents together for meeting
School needs the support of parents	Poverty may inhibit parent participation
Lack of services spurs parents to action	Available effective services lulls parents into apathy
Local school boards will welcome information from parents	Some parents feel inferior or incapable of doing anything
Real benefits will result for children	Lack of professionals available in rural areas to help organize groups
Awareness of choices motivates people to want something better locally (creating dissatisfaction brings action)	As only/dominant group in rural area, school board develops regal attitude toward selves
	Provincialism (feeling "we know what's good for you") discourages parent action

Goal: Smooth Transition to New Approach

After the analysis of issue/problem statements is completed, again duplicate the list and provide all task force members with the necessary copies for interim meetings.

Meeting 4:

First agenda is to review and revise data to date.

Second agenda item: Generate alternative solutions. The generation of alternative solutions is probably best completed by "brainstorming" in groups of three. Each group should attempt to identify at least three alternative solutions. After generation of the solutions, the next step is generation of a set of criteria to judge the solutions. The final agenda item is to apply the criteria to the solutions for a selection. (Note: It would probably pay extra dividends to attempt to synthesize the best features of each solution.)

Meeting 5:

The final meeting is the design of a program to solve the major issue or issues which have been identified. Examples in the area of staff development are:

1. Write specifications for the staff development program
2. Develop an evaluation system for the staff development program (to evaluate those who will do the staff development)
3. Circulate the specifications and evaluation to interested consultants, colleges and universities and other agencies with the competencies desired.
4. Arrange for people to operate the staff development program.
5. Evaluate results of the program.

What are individuals going to do?

Next Steps

A random sample of participants were contacted following the conference and asked what steps they thought should be taken next. The following actions were recommended.

1. Organize local district parents (with an emphasis on special education parents) to influence the development of model programs within the school district and provide a base for influencing state legislation

2. Use the task force approach with parents, teachers and administrators to "lay out" local problems.

3. Develop a statewide resource bank of special education expertise to provide technical assistance to local education agencies.

4. Attempt to influence state legislation for special education.

5. Organize clusters of school districts to provide services to handicapped students not presently being reached.

6. Develop culturally relevant materials for migrant workers.

7. Build closer relations with the regional special education network.

8. Work closely with school administrators in a geographical area to spread results of the conference and its potential.

9. Encourage university professors to spend more time with rural school districts

10. Involve people committed to educating the handicapped in planning next steps by state and regional agencies.

BEST COPY AVAILABLE

APPENDICES

Who done it?

Appendix A

AVAILABILITY OF CONFERENCE PROCEEDINGS

APPENDIX A

AVAILABILITY OF CONFERENCE PROCEEDINGS

The complete results of all the task forces are available at the four Regional Resource Centers:

Dr. Dick Petre, Director
Regional Resource Center
Box 3AC
New Mexico State University
Las Cruces, New Mexico 88001

Dr. Judy Buffmire, Director
Regional Resource Center
University of Utah
2363 Foothill Drive, Suite G
Salt Lake City, Utah 84109

Dr. James E. Crosson, Director
Regional Resource Center
Clinical Services Building
University of Oregon
Eugene, Oregon 97403

Dr. Earl B. Andersen, Executive Director
National Association of State Directors of Special Education
1201 - 16th Street NW, Suite 301-C
Washington, D.C. 20036

A special note of thanks to Regional Resource Center staff members who acted as task force facilitators with only one day of training in this process: Robert West, Frank South and Patricia Nelson from the University of Utah; Dick Zeller, Rick Schroeder and Julie Martineau from the University of Oregon, and Gerrie Fosmark from New Mexico State University; also to the facilitators from the Northwest Regional Educational Laboratory: Jerry Kirkpatrick, Maggie Rogers, Lansing Bulgin, Leo Myers, Chet Hauskens and Ruth Carr.

Appendix B

STATE PLANS

APPENDIX B

STATE PLANS

These strategies were suggested in the task forces but related to a more specifically focused problem area than the groups were working on. Because they nevertheless have positive potential, they have been placed in the appendix as a resource for anyone wishing to direct activity to this more specific area.

During the working conference, two states began the development of priority problems in their states.

Alaska:

1. Professionals need to develop a working definition of who is considered to be handicapped in rural areas. This lack of definition has resulted in a lack of commitment and sometimes duplication of services.

2. There is a clear inequity in state financial commitment to rural exceptional children served by State-Operated Schools.

3. Rural parents, school boards and others need to be aware of existing problems hindering development of special education services in rural Alaska.

4. There is a need for the University of Alaska to develop a broader training program for preparing teachers to meet the needs of rural exceptional children.

5. A lack of cooperation and coordination exists among Alaskan federal and state agencies mandated to serve handicapped children in rural areas--specifically the Department of Education, Bureau of Indian Affairs, State-Operated Schools, Department of Health and Social Services, Public Health Service and private groups.

Washington:

1. Use of teacher trainees to alleviate problems

   Culturally different help

   Relevance of assessment in culturally different groups

   Incorporate minorities in adequate programs

2. Early intervention in special education

3. Inadequate counseling in special education

4. Lack of cooperation among institutions; coordination needed

5. Reluctance of local community to seek help outside community

6. Information linkage needed through state superintendent of instruction department, vocational rehabilitation and other agencies

Appendix C

PARTICIPANTS

BEST COPY AVAILABLE

DELIVERY OF EFFECTIVE SPECIAL EDUCATION PROGRAMS IN REMOTE RURAL AREAS

Participants

Gary Adamson
10521 Toltec Road
Albuquerque, N.M. 87111
(University of New Mexico)

A. J. Alamia
303 Ash NE
Albuquerque, N.M. 87106
(University of New Mexico)

Earl B. Andersen
4106 - 18th Rd. N. #2
Arlington, VA. 22207
(National Association of State Directors of Special Education, Inc.)

Darwin Andersen
P.O. Box 1409
Orofino, Idaho 83544
(Jt. School District #171)

Marlys Anderson
3788 Brookbank Drive
Salt Lake City, Utah 84117
(Rocky Mountain RRC)

Rodney R. Anderson
250 West 1st South
Gunnison, Utah 84634
(South Sanpete School District, Manti, Utah)

John Anttonen
P.O. Box 353
Yakutat, AK 99689
(Yakutat City Schools)

George Behunin, Jr.
Coalville, Utah 84017
(North Summit School District)

Ralph Bradley
2154-2 Patterson
Eugene, Oregon 97403
(RRC, University of Oregon)

Joy M. Bratvold
W. 2122 Fourth #202
Spokane, WA 99202
(ASEIMC, Cheney, WA)

Duane Bresee
385 East 5th N
Richfield, Utah 84701
(Coop. Service Agency)

T. L. Brooks
Box 91
Shoshoni, Wyoming 82649
(School District No. 24)

Judy Buffmire
765 East 4255 S
Salt Lake City, Utah 84107
(Rocky Mountain RRC)

Rachel Burkholder
3001 East Kleindale
Tucson, Arizona 85716
(Pima County Special Services Cooperative)

Jack Campbell
451 Smithridge Place
Reno, Nevada 89507
(University of Nevada)

David Church
186 East 200 N
Delta, Utah 84624
(Millard School District)

Babs Honeyman-Colvin
Route 2, Box 101
Harrisburg, Oregon 97446
(RRC, University of Oregon)

John Combe
El Rio Drive
Boise, Idaho 83642
(State Department of Education)

James Crosson
Regional Resource Center
University of Oregon
Clinical Services Building
Eugene, Oregon 97403

Katherine Crymes
1511 NE 21st
Portland, Oregon 97232
(State Department of Education)

Smokey Davis
3363 Debbie Way
Sparks, Nevada 89431
(State Department of Education)

Maria Day
2003 East Division
Mt. Vernon, WA 98273
(Burlington-Edison School District)

Mary Dvarishkis
115 West Monroe
Riverton, Wyoming 82501
(Shoshoni School District #24)

Mary Ann Dunnigan
720 Ninth Street
Coeur d'Alene, Idaho 83814
(School District #271)

Betty Ellis
1604 Foley
LaGrande, Oregon 97850
(Union County IED)

Janice Farrell
P.O. Box 1325
Fairbanks, AK 99707

Gerrie Fosmark
2045 Rosedale Drive
Las Cruces, N.M. 88001
(SW Regional Resource Center)

Hubert Foust
Box 514
Coalville, Utah 84017
(North Summit High School)

Karol Foust
Coalville, Utah 84017
(North Summit School District)

Ellen Fredrikson
714 Empire
Coeur d'Alene, Idaho 83814
(School District #271)

C. W. Preston
1360 East 13200 S
Draper, Utah 84202
(University of Utah)

Darrell J. Fullmer
Gunnison, Utah 84634
(South Sanpete School District, Manti, Utah)

Winston Gleave
335 South Main
Manti, Utah 84642
(South Sanpete School District)

Jeanne E. Goede
Box 1107
Coeur d'Alene, Idaho 83814
(School District #271)

Judi Graham
Box 108
Ione, WA 99139
(Selkirk School District)

Ronald L. Hamberger
Box 120
Anchorage, AK 99510
(Bureau of Indian Affairs)

James R. Hargis
State of Idaho
Boise, ID 83720
(Office of Attorney General)

Max F. Harriger
12341 Key West Dr. NE
Albuquerque, N.M. 87111
(Bureau of Indian Affairs)

Robert L. Harris
Box 102
Delta, Utah 84624
(Millard Board of Education)

Susan Harrison
360 South 200 East
Centerville, Utah 84014
(Rocky Mountain RRC)

Darrell H. Hart
3939 Brookbank Drive
Salt Lake City, Utah 84117
(University of Utah)

Leslie E. Hascall
P.O. Box 17
Weippe, Idaho 84553
(School District #171)

Tom Higley
22 NE Nelson Drive
Pendleton, Oregon 97801
(EOH and TC)

Irma B. Jansen
2114 Cedar Street
LaGrande, Oregon 97850
(Eastern Oregon State College)

Hal L. Johnson
270 West 100 North
Midway, Utah 84049
(North Summit School District)

Merrill L. Johnson
Route 1, Box 50
Delta, Utah 84624
(Rocky Mountain RRC)

"Jack" Jones
4812 Wood Road
Camp Springs, MD 20032
(U.S. Office of Education)

Mrs. Truly Jones
Box 576
Lander, Wyoming 82520
(Lander High School)

Wayne E. King
581 Cascade Street
Lander, Wyoming 82520
(School District #1)

Howard Kovarsky
1014 East 19th Avenue
Spokane, WA 99203
(Washington State Services for the Blind)

Terry Kramer
462 Hoyt SE
Salem, Oregon 97302
(State Department of Education)

Robert M. LaGarde
301 Oak Street Forest Park
Glendive, Montana 59330
(Regional Coordinator for Special Education)

BEST COPY AVAILABLE

Wayne D. Lance
1779 Graham Drive
Eugene, Oregon 97405
(Northwest SEDMC)

Anthony LaPray
RFD #1
American Fork, Utah 84003
(University of Utah)

Hank Largeman
P.O. Box 442
Ephrata, WA 98823
(Ephrata School District)

Marjorie Lau
1665 Alencastre
Honolulu, HA 96816
(State Department of Education)

Mrs. Joey Lillemon
900 - 4th Avenue NW
Great Falls, Montana 59404

Fidela F. Limtiaco
P.O. Box 171
Agana, Guam 96910
(Department of Education)

Jane Luebeck
Box 672
Orofino, Idaho 83455
(District #171)

Mary Ann Macinko
1202 Craig
Ellensburg, WA 98926
(Ellensburg School Board)

Hasan Malik
Box 9C
Eugene, Oregon 97401
(RRC, University of Oregon)

Irma G. Marshall
Route 2, Box 573-M
Vashon, WA 98079
(State Services for Blind)

Julie W. Martineau
2526 Chula Vista
Eugene, Oregon 97403
(Northwest SEDMC)

John P. Mattson
3127 Long Lake Drive
Olympia, WA 98503

Lucille Maxson
P.O. Box 1254
Riverton, Wyoming 82501
(Shoshoni, Wyoming Public Schools)

Tom McCartney
1118 - 26th Avenue #102
Greeley, Colorado 80631
(Project Outreach)

Harriet McIntosh
Splitrock Ranch
Rawlins, Wyoming 82301
(Lander High School)

Mason D. McQuiston
690 Hillcrest Drive NW
Salem, Oregon 97304
(State Department of Education)

Margo Melnicove
Special Education Division
Department of Education
Pago Pago, American Samoa 96799

Don Miller
835 Jackman
Port Townsend, WA 98268
(ISD #114)

Caroline Moore
355-1/2 East 15th #3
Eugene, Oregon 97401
(RRC, University of Oregon)

Jean Moore
5195 South 4520 West
Kearns, Utah 84118
(Rocky Mountain RRC)

Susan Moses
P.O. Box 141
Kolonia, Ponape, EC Islands 96941
(Community College of Micronesia)

Jack W. Nelson
Route 1
Meridian, Idaho 83642
(State Department of Education)

Patricia Nelson
121 South 4th East
Salt Lake City, Utah 84102
(Rocky Mountain RRC)

Margaret Ewell Nichols
3416 W. Devils Lake Rd.
Lincoln City, Oregon 97367
(Lincoln Co. School District)

Eli Nickovich
153 Dunsmere
Pueblo, Colorado 81004
(South Central BOCS)

John Ogden
655 Pearl
Denver, Colorado 80203
(Mountain Plains Regional
Center for Service to D/B)

Alfonso R. Olterong
P.O. Box 452
Koror, Palau 96940
(Education Department)

Ella Ortner
Box 941
Chinook, Montana 59523
(Project Outreach)

Dorene Paisley
Box 1122
Conrad, Montana 59425
(Project Outreach)

Paula Parks
418 Girard NE
Albuquerque, N.M. 87106
(State Department of Education)

David A. Passarell
1700 - 13th Avenue
Greeley, Colorado 80631
(Rocky Mountain SEDMC)

Dick Petre
Regional Resource Center
Box 3AC
New Mexico State University
Las Cruces, New Mexico 88001

David R. Piercy
P.O. Box 315 - CHRB
Saipan, M.I. 96950
(Department of Education)

James Poe
301 S. Spruce
Warden, WA 98857
(ISD #104)

William Ramage
Box 69
Lyalte, Wyoming 82642
(School District #24)

Marie Roane
13401 Dove Street
Silver Spring, MD 20904
(Project Officer, Regional
Resource Center Programs, BEH)

Sheldon Rohins
Henefer, Utah 84033
(North Summit School District)

Judy A. Schrag
5050 Allamar Drive
Boise, Idaho 83704
(State Department of Education)

Rick Schroeder
1354 High Street #4
Eugene, Oregon 97401
(RRC, University of Oregon)

Deliver Salle
471 Lander Hall, OCE
Monmouth, Oregon 97361
(Student, OCE)

Gerald M. Schaflander
5324 Pooks Hill Road
Bethesda, MD 20014
(University of New Mexico)

Robert Schwarz
2382 Malabar
Eugene, Oregon 97403
(Center on Human Development)

Janet M. Smaltz
1516 - 16th
Bismarck, N.D. 58501
(Department of Public Instruction)

Randy Sorensen
1239 Roosevelt Avenue
Salt Lake City, Utah 84105
(State Board of Education)

Frank South
3215 Bon View Drive
Salt Lake City, Utah 84109
(Rocky Mountain RRC)

Wayne M. Spence
7029 Sierra Drive SE
Olympia, WA 98501
(Office of Superintendent
of Public Instruction)

Waichi Takemoto
95 - 189 Wainaku Place
Mililani, Hawaii 96789
(Department of Education)

Dr. Duke Thayer
Box 7466, Northern Arizona University
Flagstaff, Arizona 86001

Keith Tolzin
Box 166
Eagle River, AK 99577
(State Department of Education)

Ted Tower
2600 Appollo Way
Reno, Nevada 89502
(University of Nevada)

Chuck Vanover
871 South 5th
Lander, Wyoming 82520
(State Department of Education)

Larry Veal
1904 H. Avenue
La Grande, Oregon 97850
(Union County IED)

Seymour E. Wallach
2533 South Jasmine Street
Denver, Colorado 80222
(State Department of Education)

Pat Wathen
3255 Gateway #129
Springfield, Oregon 97477
(RRC, University of Oregon)

Robert West
314 N. Center Street
Salt Lake City, Utah 84103
(Rocky Mountain RRC)

Bruce Weston
10732 Newcomb
Whittier, California 90603
(University of Southern
California--IMCSE)

Richard Wiederspahn
532 South 9th
Lander, Wyoming 82520
(School District #1)

Kenneth H. Yockey
4240 Monarch Way
Salt Lake City, Utah 84117
(Rocky Mountain RRC)

Dick Zeller
5013 Whiteaker
Eugene, Oregon 97405
(RRC, University of Oregon)